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ABSTRACT

This master plan for McLennan Community College (MCC) begins with a mission statement, brief history of the college, and a summary of the planning process. The remainder of the plan lists the 67 strategic goals of the college, the strategies that will be used to attain them, and the planning context within which the goals were developed. In many cases, the planning context reflects parallels between the intended directions for MCC and the national directions presented in "Building Communities: A Vision for a New Century," the report of the Commission on the Future of Community Colleges. Within the broad areas of educational programs, human resources, financial and physical resources, and student services, the goals are presented in the following categories: (1) educational excellence; (2) transfer programs; (3) vocational/technical programs; (4) continuing education; (5) instructional support/library; (6) the Instructional Resources Center; (7) organization and administration; (8) staff development; (9) minority staff recruitment; (10) faculty committees; (11) part-time faculty; (12) faculty loads; (13) faculty salaries; (14) evaluations; (15) academic freedom and tenure; (16) financial resources; (17) physical resources; (18) admissions and registration; (19) student recruitment and retention; (20) minority recruitment and retention; (21) career counseling; (22) non-academic services; (23) the extended community; (24) public relations; and (25) low-cost, advanced courses. (AC)

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Directions

The Master Plan for McLennan Community College Waco, Texas

Adopted by the Board of Trustees
June 29, 1989

JC920039

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"I find the great thing in this world is not so much
where we stand,
as in what direction we are moving..."

Oliver Wendel Holmes
The Autocrat of the Breakfast Table

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McLennan Community College
Mission Statement

McLennan Community College affirms its mission to provide a comprehensive range of educational programs and services for students and a dynamic, multi-cultural community. The College is committed to excellence in all of its educational programs. McLennan Community College endorses the concept of open admissions and provides support services designed to assist students to succeed in their educational goals.

To accomplish its mission, McLennan Community College will periodically assess community needs and provide:

1. Freshman and sophomore courses in arts and sciences which may apply to an associate or a baccalaureate degree;

2. Vocational and technical programs leading to an associate degree or a certificate which prepare students for employment or job advancement;

3. A program of continuing education that provides courses, activities, and services, both on campus and within the community, for personal growth, skill development, and career enhancement;

4. Opportunities for economic growth, cultural enrichment, and the development of good citizenship through courses, activities, and services.

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A Brief History of McLennan Community College

The citizens of McLennan County, in November, 1965, voted to establish the McLennan County Junior College District and elected a seven-member governing board. Dr. Wilbur A. Ball was selected as the new college's first president. Under the guidance of these individuals, McLennan Community College, the first two-year institution in the state with the word *community* in its name, officially opened its doors to 859 students in the fall of 1966. Classes were held on the James Connally Air Force Base until a permanent site was established with the purchase of the Cameron "country" estate for the sum of $290,000. Within two years of its inception, the minimum time allowed by the Southern Association of Colleges and Schools, McLennan Community College gained full accreditation as an open-admission, transfer institution of higher learning. The first year's academic catalog listed 113 courses.

Today, the College, valued at nearly $41 million, includes a wooded 200-acre campus widely known as one of the most beautiful in Texas. Approximately 400 persons are employed in full- and part-time positions. Under the current *General Catalog*, students may choose from 633 courses. More than 5,000 students enroll each semester for credit classes and Central Texans took advantage of the College's diverse non-credit enrichment programs at the rate of 13,000 individual enrollments in 1988-89. Projections indicate that McLennan Community College will disperse approximately $4 million in financial aid to its students during the 1988-89 academic year in the form of federal and state grants and work programs, institutional scholarships, and private donor funds. More than 70% of credit students who enroll for six or more semester hours receive some form of financial aid.

Since 1965, McLennan Community College has enjoyed a balanced combination of growth and stability. Community support has enhanced the College's ability to provide a wide variety of educational resources at minimal cost to the people of McLennan County and surrounding areas.

The future of Texas depends upon state-wide commitment to the development of human resources. In planning for the next few years in the life of this institution, cognizant that 94% of Texas students seeking higher education plan to do so in state and that four of every ten are part-time students, McLennan Community College reaffirms its commitment to the challenge of educating multi-cultural citizens to live and to work productively as a community.

The Planning Process

In January, 1989, the Master Plan Steering Committee accepted the charge of formulating a working document which could serve as a guide for planning at McLennan Community College. The project was undertaken with a clear sense that such a document must be based on extensive input and involvement from faculty, staff, and community. The process, by providing the opportunity to explore and focus the intellectual energies and resources of the College and the community, became as important as the product.

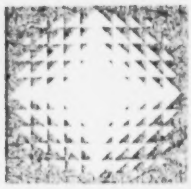
The Steering Committee, appointed by President Dennis F. Michaelis and approved by the Board of Trustees, met regularly during the spring semester, 1989. The Committee charted its course and eventually arrived at the goals and strategies explained in this publication. To formulate a plan for the College, each member served on two subcommittees, one for task responsibilities and another for research. The task forces were asked to frame a mission statement, create questionnaires, review statistics, and suggest a format for the plan. The research subcommittees collected and synthesized information regarding the broad areas of educational programs, human resources, physical and financial resources, and student services.

Ideas offered by College personnel and students, combined with results from questionnaires seeking community input, helped to shape the planning process. Extensive campus involvement highlighted a shared sense of values, a commitment to the institution, and a spirit of cooperation.

The challenge of strategic planning is to move beyond comprehensive evaluation of existing programs toward crystallizing a vision of how the future will take shape and toward some consensus about how an institution can and should respond to it. A philosophy for planning evolved from committee discussions. Over the course of many working sessions to formulate goals and their support strategies, it became clear that the directions for McLennan Community College paralleled national directions as recommended by the Commission on the Future of Community Colleges. Utilizing the foundation laid by the Commission in *Building Communities: A Vision for a New Century*, the Committee explored partnerships for learning, the quality of campus life, and connections beyond the college.

As Robert G. Cope explains in *Opportunity from Strength*, the primary purpose of strategic planning is "to achieve success with mission while linking the institution's future to anticipated changes in the environment in such a way that the acquisition of resources (money, personnel, staff, students, good will) is faster than the depletion of resources" (3). The master plan goals, as detailed in the following pages, emanate directly from the Mission Statement adopted by the Board of Trustees of McLennan Community College. The goals were designed to open the doors of opportunity for all to McLennan Community College's rich educational and multi-cultural environment.

Educational Programs



Educational Excellence

Planning Context

The Report of The American Association of Community and Junior Colleges' Commission on the Future of Community Colleges, entitled *Building Communities*, concludes that "strengthening general education is one of the most urgent obligations community colleges confront" (17). As the student population becomes more diverse in academic preparedness, McLennan Community College must meet student needs ranging from developmental to honors curricula. An effective developmental program facilitates a higher rate of student success by equipping students with the skills necessary to succeed in subsequent courses. A program that emphasizes critical thinking skills would enable McLennan Community College to attract and to retain high achievers by offering them the challenges and rewards of an enriched curriculum. The diverse levels of preparedness and the potential levels of achievement of students in both vocational/technical and transfer programs justify the establishment of an honors curriculum.

Goal 1

Meet the general educational needs of students through developmental, mainstream, and honors curricula.

Strategies

1. Require for all degree-plan students a core curriculum component which includes written and oral communication skills, computational proficiency, and computer literacy.

2. Identify through the Texas Academic Skills Program or available assessment measures students who lack college-level skills. Assess their strengths and weaknesses, and provide appropriate remediation.

3. Maintain a free tutoring service available to all students.

4. Encourage excellence and innovation in instruction.

5. Form classes of a size appropriate for the diversity of student abilities.

6. Implement an honors program to attract, challenge, and retain scholastically successful students.

Educational Excellence (continued)

Planning Context

In its Mission Statement, McLennan Community College affirms its commitment to "excellence in all of its educational programs." The Commission on the Future of Community Colleges observes that while some institutions "may define excellence as exclusion," community colleges "seek excellence in service to the many" (5). "Teaching is the heartbeat of the educational enterprise and, when it is successful, energy is pumped into the community, continuously renewing and revitalizing the institution. Therefore, excellence in teaching is the means by which the vitality of the college is extended and a network of intellectual enrichment and cultural understanding is built" (7-8).

Goal 2

Distinguish McLennan Community College with outstanding teaching as the hallmark of its programs.

Strategies

1. Continue to emphasize active involvement of students and faculty in the learning process.

2. Maintain a focus on learning in support activities throughout the campus as well as in the classroom.

3. Strengthen programs with additional opportunities for collaborative learning in the classroom and laboratory.

4. Supplement large lecture sections with small group learning tasks.

5. Continue to encourage instructional excellence with professional development opportunities, leaves, released time for outstanding projects, and financial reward for additional education.

6. Avail the community of a variety of programs taught by outstanding educators.

7. Establish additional public recognition of faculty.

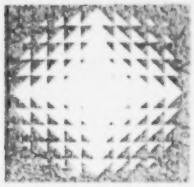
8. Employ demonstrated potential for excellence in instruction as a criterion for the hiring of faculty.

9. Emphasize the benefits of the collaboration of vocational/technical and liberal arts programs.

10. Provide incentive programs for faculty who wish to explore the use of special technology for teaching such as electronic networks and satellite classrooms.

11. Continue to encourage visionary educators to research innovative approaches in the classroom.

12. Encourage faculty to emphasize the unique learning environment at McLennan Community College, where the college community combines students and staff of various races, ages, and backgrounds for the common goal of educational excellence.



Transfer Programs

Planning Context

Referring to the "seamless web" (36) of a life-time educational process, the Commission on the Future of Community Colleges encourages cooperation between community colleges and four-year institutions as well as with public schools. Forming the middle strand of this "web," the community college enjoys a unique opportunity to initiate and to sustain communication among schools. Surveys of area independent school district professional employees indicate adequate knowledge of McLennan Community College programs and on-going communication which McLennan Community College should continue to encourage. Because personal contact seems to be a significant factor in the acceptance of transfer courses by four-year institutions, communication with these institutions, particularly at the departmental level, also is vital.

Goal 3

Expand articulation concerning transfer programs with four-year institutions and with public schools.

Strategies

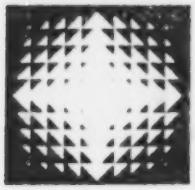
1. Encourage departments to maintain existing relationships and to develop additional contacts with colleagues in appropriate institutions.

2. Develop a communications framework which ensures contact between McLennan Community College staff and area secondary schools as well as area colleges and universities.

3. Maintain and publicize the Early Admissions Program with meticulously monitored entrance requirements.

4. Evaluate the ramifications of dual credit classes, including the impact on freshman enrollment on campus. Carefully monitor dual credit courses to ensure that they maintain the same level of excellence in instruction, instructional resources, and support services that is expected for on-campus courses.

Transfer Programs (continued)



Planning Context

In a survey of current credit students, a majority of the respondents indicated that their objective in attending McLennan Community College is to obtain transfer credit. Accurate and timely academic advising allows students to accrue hours confidently and to leave the College satisfied with their McLennan Community College experience. These students are a most effective form of publicity within the community and at their senior colleges. The transfer function of advising is underscored by a survey in which 94% of area independent school district professional staff affirmed the importance of McLennan Community College advising for the students and in which 76% agreed that McLennan Community College advisors/counselors are effective.

Goal 4

Reinforce the academic advising program to provide accurate and timely information.

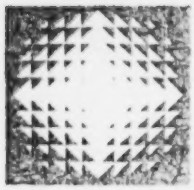
Strategies

1. Maintain a current and comprehensive collection of catalogs from four-year institutions in the counseling complex.

2. Provide computer access to student records for faculty advisors in every building.

3. Allow students to schedule appointments with particular counselors to aid continuity and personal interest.

4. Assign specific counselors for particular transferring colleges and universities to ensure familiarity and expertise with all primary receiving institutions.



Transfer Programs (continued)

Planning Context

In the "Information Age" the ability to access and to manipulate information in machine-readable format is a vital skill. Because individuals increasingly confront automation in their daily lives, the availability of computers and other technological resources for instructors and students is essential. Students as well as staff recognize this need: in a survey of current credit students, 65% agreed that they need computers for assignments and for personal use. Technology can "democratize the learning environment" (Commission 17), a significant factor for an institution which strives to serve a diverse student population.

Goal 5

Improve access to computers and other technological resources for use in all instructional areas.

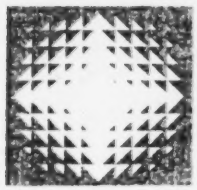
Strategies

1. Provide increased computer and other technological support for faculty use in preparing instructional materials.

2. Provide well-maintained facilities for computer-assisted instruction.

3. Provide computer and other technological support for student use in fulfilling educational requirements.

Vocational/Technical Programs



Planning Context

Building Communities reports that "employers all across the country are discovering that it is to their advantage to form linkages with the local community college" and that "worker training is the central focus of this partnership" (22). Although a relatively small percentage of businesses surveyed have used McLennan Community College's placement service, of those who have, 93% expressed satisfaction with the quality and training of the applicants. Technical education holds as its fundamental goal this high level of achievement in providing educational programs which prepare students for employment. Programs responsive to the business community result only from communication between the institution and business leaders. In addition to revealing current training needs to the College, such cooperation will allow McLennan Community College to inform business leaders of the value of the College's potential contributions. Program Directors' personal contacts with their colleagues in business in conjunction with the contacts of administrators forge these vital links.

Goal 6

Expand linkages between the Vocational/Technical Division and business leaders.

Strategies

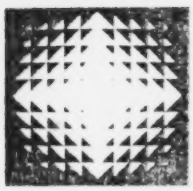
1. Establish and actively involve an off-campus, general advisory committee in addition to existing committees.

2. Encourage faculty to develop communication with appropriate colleagues in business.

3. Stress McLennan Community College's ability, willingness, and flexibility to customize training to meet specific business demands.

4. Enhance sensitivity to emerging technologies and be prepared to provide educational support.

5. Establish new programs that match community needs and college resources.



Vocational/Technical Programs (continued)

Planning Context

Noting that "the nation's communities face loss of productivity, unemployment, and industry decline," the Commission on the Future of Community Colleges contends that communities currently are "in search of economic renewal" (19). Other changing social conditions necessitate a review of existing programs for the purpose of eliminating programs which no longer meet the community's needs and expanding those which do.

Goal 7

Continue to review, create, and delete courses to meet changing community needs.

Strategies

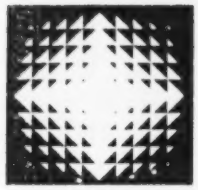
1. Review existing course schedules and assess the value of additional scheduling such as evening classes and mini-mesters.

2. Determine interest and need for adding new courses.

3. Delete under-utilized, outdated courses and/or programs, or consider options for combining programs.

4. Review instructional programs continually to ensure that the level of technology being taught is state of the art.

Vocational/Technical Programs (continued)



Planning Context

Building Communities reminds community colleges that, from the beginning, "education for work has been a key component" of their mandate (19). Vocational/technical education has a responsibility to prepare students for careers or for further education at four-year institutions. It also assists those established in careers to advance in their fields. Because the current economic situation causes increasing numbers of students to begin their educations at the community college level instead of the four-year college level, articulation is critical to provide a solid foundation for the transfer of courses.

Goal 8

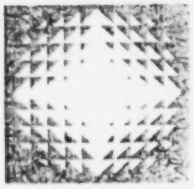
Increase articulation concerning vocational/technical programs with four-year institutions, other two-year colleges, and secondary schools.

Strategies

1. Investigate programs at four-year and other two-year institutions to coordinate curricula.

2. Investigate programs in area high schools to coordinate curricula.

3. Designate a faculty member or committee within each department to be responsible for the articulation efforts of each specific program.



Vocational/Technical Programs (continued)

Planning Context

The Texas Junior College Teachers Association reports that Texas community colleges offer occupational training in more than 1,900 technical and vocational programs and that the average starting salary for persons with associate degrees is 29% higher than the average starting salary for high school graduates (1). McLennan Community College's many vocational/technical programs prepare students for immediate employment in entry-level positions; therefore, the skills they obtain at McLennan Community College must be current and marketable.

Goal 9

Revitalize programs preparing students for entry-level employment.

Strategies

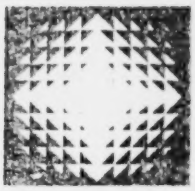
1. Consult advisory boards regarding needed skills and job-seeking strategies.

2. Reassess community employment needs.

3. Assess the ability of existing programs to meet those needs.

4. Prepare programs which train students to use new technology.

Vocational/Technical Programs (continued)



Planning Context

Establishing linkages with businesses to collect accurate information about needed training for students and modifying programs to meet those needs is an important responsibility of vocational/technical programs. Equally important is conveying that information to students. An effective advising program helps ensure that a student is adequately prepared for immediate employment or for transfer to a four-year institution.

Goal 10

Reinforce the academic advising program to provide accurate and timely information for vocational/technical students.

Strategies

1. Provide computer access to student records for faculty advisors in every building.

2. Allow students to schedule appointments with particular counselors to aid continuity and personal interest.

3. Assign specific counselors for particular transferring institutions to ensure familiarity and expertise with all primary receiving institutions.

Vocational/Technical Programs (continued)

Planning Context

Technology's continuously changing nature makes professional development critical in vocational/technical fields. Those working in technical careers need opportunities to keep abreast of new information, to fulfill in-service training obligations, and to meet various licensing requirements.

Goal 11

Improve professional development opportunities for those employed in technical careers.

Strategies

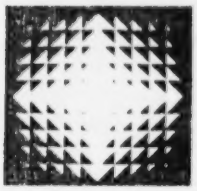
1. Consult advisory boards to define specific professional development needs.

2. Determine the capability of existing programs to satisfy assessed needs.

3. Revise programs to accommodate new technology and information.

4. Offer post-associate degree credit courses to meet licensing standards.

Vocational/Technical Programs (continued)



Planning Context

Many segments of the national community currently recognize a need to integrate technical and career education with the liberal arts; students who assimilate general studies "make connections, gain perspective, and integrate knowledge" (Commission 18). From its inception, McLennan Community College was established on the twin foundations of liberal arts and vocational/technical education. With the coordinated effort of the Liberal Arts and Vocational/Technical Divisions, students benefit from information provided in related programs and avoid duplication of course offerings.

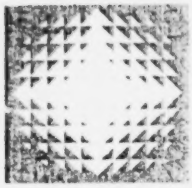
Goal 12

Coordinate course offerings in the Liberal Arts and Vocational/Technical programs to enhance related studies and to minimize potential overlap.

Strategies

1. Assess and identify courses valuable to more than one field of study (e.g., human services, psychology, and health careers) to prevent duplication.

2. Standardize course numbers for multiple-listed courses.



Vocational/Technical Programs (continued)

Planning Context

An increasing student population, an expanding relationship with the community, and a growing accumulation of information in all vocational/technical fields necessitate a sophisticated computer system. Although efficient student services such as advisement and financial assistance also rely on computer technology, the focal point of instruction demands up-to-date equipment. The utilization of advanced technology in business and industry mandates the development of skills transferable to the marketplace through training on current equipment.

Goal 13

Augment computer support for instructional and educational purposes.

Strategies

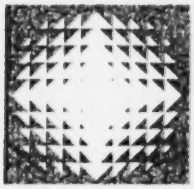
1. Furnish faculty with computers for developing instructional materials.

2. Provide students with sufficient access to computers in a well-equipped and well-maintained laboratory.

3. Create an on-going program to replace obsolete equipment with current equipment which will provide students with marketable skills.

4. Investigate the possibility of sharing equipment within the College and between businesses and the College.

5. Provide computers to assist with student advising and scheduling.



Vocational/Technical Programs (continued)

Planning Context

In an "Information Age," quickly accessed, accurate information is an essential component of business. With an evolving body of knowledge encompassing technology, medicine, and all vocational/technical fields, fully supportive and current library resources are necessary to train students who are well qualified for the marketplace. Equally important is the continual broadening of library holdings to include information in all formats in addition to traditional book sources.

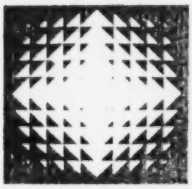
Goal 14

Improve library resources to ensure viable vocational/technical programs.

Strategies

1. Appraise current library holdings.

2. Develop collections in support of new programs and update resources for existing programs.



Vocational/Technical Programs (continued)

Planning Context

Any careers that students may pursue demand good written and oral communication skills as well as computational proficiency. Many students who enroll at McLennan Community College need enhanced skills to perform well in course work and in the work place. The Southern Association of Colleges and Schools specifies that an institution "must offer appropriate developmental or remedial support to assist students in overcoming deficiencies in their preparation for collegiate study" (15). McLennan Community College offers course work at a developmental level as well as at college-level competency.

Goal 15

Develop students' written, oral, and computational competencies and improve their interpersonal skills to increase their capacity for success in vocational/technical fields.

Strategies

1. Assess students' mastery of basic skills through available means.

2. Extend existing college resources to provide a core curriculum of written, oral, and computational competencies in order to improve skills of vocational/technical students.

3. Provide developmental courses relevant to student needs.

Continuing Education

Planning Context

More than any other type of educational institution, the community college evinces a commitment to lifelong learning. During the 1988-89 year, the Continuing Education Division served approximately 13,000 registrants and anticipates a 12% to 15% annual increase in enrollment. In a survey of McLennan Community College's continuing education students, 68% indicated that they plan to take another course at the College, and 90% reported that they would recommend McLennan Community College's continuing education classes to a friend. With present and anticipated growth in enrollment, the current manual system of registration and student record keeping is cumbersome for students and for staff. Official rosters often cannot be produced until many classes are nearing or have reached their conclusions. Coordinated mailing lists, not available with the manual system, would produce more efficient and economical distribution of class schedules.

Goal 16

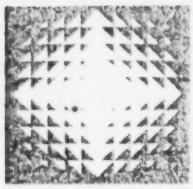
Install a computer-based system of record keeping in the Continuing Education Division.

Strategies

1. Implement computerized registration.

2. Automate student records and files.

3. Develop and maintain a data base for mailing lists.



Continuing Education (continued)

Planning Context

Space allocation, which is complex across campus, proves particularly troublesome for Continuing Education because the abbreviated length of many classes results in frequent room requirement changes throughout the regular semester. Similarly, individual class periods differ in length from credit classes. Space constraints have begun to limit course offerings, a limitation which could adversely affect McLennan Community College's commitment to serve the community.

Goal 17

Improve the coordination of space allocation.

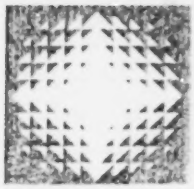
Strategies

1. Investigate designating specific facilities and equipment for continuing education courses.

2. Computerize the system of assigning college facilities.

3. Develop the Community Services Center to increase the number of available classrooms.

Continuing Education (continued)



Planning Context

The Texas Junior College Teachers Association reports that in the 1986 fall semester the average age of community college students in Texas was 27 and that 55% were women. These statistics reflect the need for retraining among non-traditional students (1). Some of this retraining occurs in the Continuing Education Division, which is charged with the responsibility of providing non-credit offerings designed to fulfill requirements for certification and licensure or for professional growth.

Goal 18

Expand articulation with community professionals to increase opportunities to obtain Continuing Education Units or required training hours needed for certification, licensure, or professional development.

Strategies

1. Recruit and consult advisory boards from professional committees to assist in developing programs.

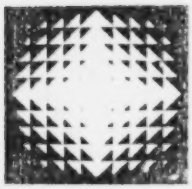
2. Continue periodic assessments of community needs.

3. Examine existing credit and non-credit programs and course offerings for optimal flexibility and efficiency.

4. Strive for adequate compensation to attract qualified instructors.

5. Initiate programs to train professionals in the use of current and emerging technologies.

6. Offer additional courses required for state licensing and certification.



Continuing Education (continued)

Planning Context

A traditional and equally important facet of the Continuing Education Division is to provide avocational courses according to community needs. *Building Communities* notes that such courses should never become trivial but should enrich the lives of participants and thus enrich the community. Through this function, McLennan Community College contributes to the creation of lifelong learners.

Goal 19

Expand articulation with the community in order to plan appropriate courses for personal development and recreation.

Strategies

1. Determine community preferences for avocational courses.

2. Evaluate the effectiveness and usefulness of current avocational course offerings and programs.

3. Offer those avocational courses which meet community needs and interests.

Instructional Support/Library

Planning Context

To enable students to become productive participants in the "Information Age," educators must prepare them to work competently with the variety of sources available to them. Students who are "information literate" must be familiar with systems providing automated access. Availability of all bibliographic records in an automated format allows more thorough use of materials, provides experience with computerized functions, and motivates students to pursue research.

Goal 20

Provide technologically sophisticated systems to improve access to information resources.

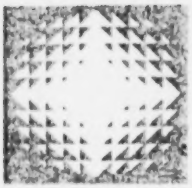
Strategies

1. Provide automated reference services.

2. Improve accountability and physical access to materials by automating circulation functions.

3. Enhance retrieval of information by providing an on-line public access catalog which includes existing library materials and new acquisitions.

4. Investigate sharing information resources through computer networking.



Instructional Support/Library (continued)

Planning Context

To maintain an adequate level of instructional support, the Carnegie Foundation recommends that 5% of an institution's budget be allotted to the library (Boyer 165). Like all state-supported entities, the McLennan Community College library has experienced the problems that result from difficult economic times. With a substantial reduction in the materials budget in previous years and with the erosion of purchasing power, inadequacies in the library have occurred. Compounding these problems is the aging of the collection; much of the material is obsolete and, therefore, potentially dangerous in programs such as Health Careers. McLennan Community College's commitment to excellence in its educational programs lends an urgency to the goal of revitalizing the library.

Goal 21

Provide an appropriate level of informational support to all educational programs.

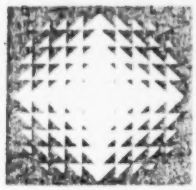
Strategies

1. Acquire and replace materials as necessary to meet accreditation standards of specific McLennan Community College programs.

2. Acquire new materials as necessary to meet American Library Association standards.

3. Replace outdated materials.

Instructional Resources Center



Planning Context

Building Communities observes that with the coming of the twenty-first century, "the challenge of technology in support of teaching will grow even more intense" (27). The effective use of technology promotes innovative teaching and enriches the presentation of all disciplines. To employ all available means of reaching the goal of excellence, community colleges must "build a partnership between traditional and nontraditional education, letting each do what it can do best" (28).

Goal 22

Promote the use of traditional and innovative technologies as made available through the Instructional Resources Center.

Strategies

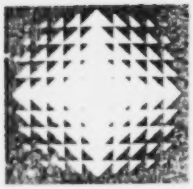
1. Encourage the use of alternative forms of instruction such as telecourses.

2. Initiate incentive programs for faculty who wish to develop instructional uses of technology.

3. Promote a more thorough integration of alternate forms of transmitting knowledge with the more traditional forms.

4. Develop a system of ongoing maintenance to provide an appropriate level of traditional audio-visual instructional support.

Human Resources



Organization and Administration

Planning Context

Efficient and effective organization and administration of the College is a key component in the achievement of institutional goals. A well designed organizational structure allows for efficient communication through clearly defined channels and promotes effective implementation of institutional policy; it affects the productivity and determines the morale of its human resources. The degree of excellence achieved through the organization and administration of the College permeates all levels of personnel.

Goal 23

Review the basic organizational structure as it now functions to determine possible need for change.

Strategies

1. Review the organizational chart to determine optimal effectiveness.

2. Modify the organizational structure to eliminate duplication of effort and to reinforce or reallocate personnel or services as needed.

3. Improve communication at all levels of the organizational structure. Institute a policy of timely responses to memos and requests to ensure that all employees have access to information necessary to fulfill their responsibilities.

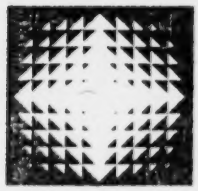
Goal 24

Improve the definition and delineation of administrative duties of all employees.

Strategies

1. Rewrite and publish in the *Personnel Handbook* job descriptions which clearly state each employee's responsibilities, including the administrative duties required for each position.

2. Initiate for each employee a review of job requirements during evaluation sessions with the supervisor/department chair/program director.



Organization and Administration (continued)

Goal 25

Delegate decision-making authority to the lowest possible level.

Strategies

1. Review the decision-making responsibilities of each administrator or supervisor for the purpose of decentralizing the process.

2. Delegate authority to the lowest level possible, and allow each administrator to be accountable for the decision-making authority he or she has been given.

Goal 26

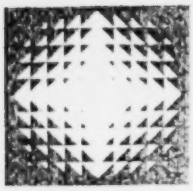
Recognize the status of all professional staff by reviewing job titles to ensure compatibility with job descriptions.

Strategies

1. Review the duties of administrators to ensure that titles are appropriate to the functions of the position.

2. Investigate the feasibility of recognizing the status of faculty with the job title of professor.

3. Review job titles regularly to ensure that they accurately reflect job descriptions of all positions.



Staff Development

Planning Context

Building Communities states: "We believe that the renewal of community college faculty is absolutely crucial. If renewal is not forthcoming, if faculty support is not available, the community college will have depleted its most essential resource" (12). Staff development programs help ensure that a college's human resources are not depleted and that staff members remain vital, contributing members of the educational community. College faculty must develop a greater awareness not only of developments within their primary teaching fields, but also of the rapid changes occurring in the world in general. The Commission on the Future of Community Colleges cautions that the "community college, more than any other higher education institution, should overcome departmental narrowness" (18). Throughout the nation, emphasis on "cultural literacy" evinces a concern of particular import to educators. Viable educational institutions must encourage pursuit of new facets of intra- and inter-disciplinary study, familiarity with new developments in research, and continuing response to innovative teaching techniques. In addition, computer literacy will be increasingly important for all staff.

Goal 27

Reaffirm the College's commitment to faculty development and professional growth programs while encouraging programs and projects which will challenge the faculty to greater professional growth.

Strategies

1. Continue in-house professional development programs such as salary step-credit courses, non-credit workshops, faculty development lunches, Great Teachers Workshop, and Vitality in Mission.

2. Celebrate and recognize faculty achievements in and out of the classroom.

3. Develop policies and procedures to include part-time faculty in staff development programs.

4. Fund professional growth projects through the McLennan Community College Foundation.

5. Increase the number of faculty development leaves.

Goal 28

Provide for flexibility of individual professional growth and step-credit proposals.

Strategies

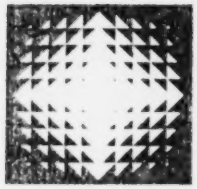
1. Encourage professional staff to keep current through their participation in professional activities such as research projects, publishing, and presentations at scholarly meetings.

2. Provide management training for professional staff whose positions require managerial skills.

3. Coordinate professional staff development efforts.

4. Expand professional development communications and understandings regarding credit and non-credit programs inside and outside an individual's particular discipline.

Staff Development (continued)



Goal 29

Encourage programs and projects that result in increased productivity and flexibility.

Strategies

1. Promote interdisciplinary approaches, team teaching, inter-college faculty exchanges, idea exchanges, leadership training, and other techniques that build community.

2. Provide management training for instructional administrators.

Goal 30

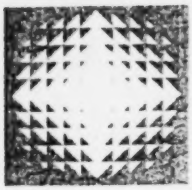
Provide career development opporetunities for support staff.

Strategies

1. Ascertain career development needs.

2. Provide in-house career development programs.

3. Encourage support staff to keep current through their participation in workshops, programs, and courses.



Minority Staff Recruitment

Planning Context

With its dedication to serving a diverse student body, McLennan Community College recognizes the need for diversity in its staff as well. The Commission on the Future of Community Colleges notes that the student body "increasingly is female and black or Hispanic" (12) and that community colleges must respond to this changing population in order to provide appropriate "representative models or mentors" (12).

Goal 31

Encourage the employment and retention of minority staff at all levels.

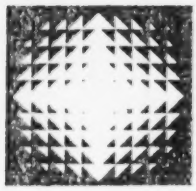
Strategies

1. Strengthen the recruitment plan for attracting minority applicants for all positions at McLennan Community College.

2. Maintain competitive salaries and benefits that will attract and retain minority faculty and staff.

3. Develop an affirmative employment program that considers the labor market and student population in its hiring practices.

Faculty Committees



Planning Context

In its *Criteria for Accreditation*, the Southern Association of Colleges and Schools states: "The primary responsibility for the improvement of the educational program resides with the faculty. The extent of the participation and jurisdiction of the faculty in academic affairs must be clearly set forth and published in the faculty handbook" (27). The McLennan Community College *Personnel Handbook* provides for a faculty council. By serving as a forum in which to conduct faculty business and to exchange ideas, the Faculty Council supports and assists the faculty in its pursuit of excellence in all educational programs.

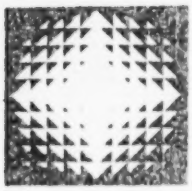
Goal 32

Provide and maintain a faculty council which equally represents all faculty as well as all areas of instruction for the purpose of a free exchange of ideas between the instructional staff and the administration.

Strategies

1. Delineate a process by which Faculty Council members are elected.

2. Open additional formal lines of communication between Faculty Council officers and administration leaders to expedite resolution of faculty/instructional issues.



Part-Time Faculty

Planning Context

A necessary resource, part-time faculty enrich a college with their diverse experiences. However, the Commission on the Future of Community Colleges expresses concern that "the increasing numbers of part-time faculty at many colleges are a disturbing trend" (12). Because most part-time faculty cannot participate fully in the institutional life of the College, the proportion of part-time to full-time faculty and the proportion of courses taught by part-time faculty must remain in healthy balance. To advance its dedication to excellence, the College must carefully select and fully support the highest quality part-time faculty.

Goal 33

Maintain an optimal balance between full-time and part-time faculty, ensuring that the majority of credits awarded are from classes taught by full-time faculty.

Strategies

1. Maintain a general balance of classes taught by part-time faculty so that no more than 25% of all credits earned are through classes taught by part-time instructors.

2. Schedule class assignments so that evening and summer students have sufficient access to courses taught by full-time faculty.

3. Monitor the number of classes taught by part-time faculty and hire full-time faculty when the number of sections justifies a full-time position.

Goal 34

Ensure the quality of part-time faculty and provide necessary support.

Strategies

1. Employ only part-time faculty who meet the same high professional requirements as full-time faculty who teach in the same discipline.

2. Provide adequate and appropriate orientation for new part-time faculty.

3. Evaluate part-time faculty each semester to monitor classroom expertise using the standard faculty evaluation form, classroom visitation, and evaluation conferences with the department chair/program director/supervisor.

4. Provide supervision, especially for newer part-time faculty, by the department chair/program director/supervisor, who can advise and answer questions.

5. Plan renewal opportunities to meet the special needs of part-time faculty.

Faculty Loads

Planning Context

The Texas Junior College Teachers Association reports that half a million Texans, comprising 64% of all freshmen and sophomores in Texas institutions of higher learning, attend community colleges (1). While attempting to accommodate this continuously growing student population, McLennan Community College faculty remain deeply committed to the task of teaching well. Policies which curtail faculty burnout and fatigue, a result of large classes and limited preparation time, protect that dedication. Affirming the need for faculty renewal, the Commission on the Future of Community Colleges asserts that "the classroom should be the greatest source of renewal for the teacher. When good teaching works, as it does everyday in community colleges around the nation, the results are brilliant and enduring" (12).

Goal **35**

Plan an equitable and reasonable assignment of instructional loads.

Strategies

1. Provide a plan or check sheet to calculate instructional loads. Consider all of a faculty member's responsibilities such as the number of preparations and students taught, the nature of the subject, the support available from teaching assistants and secretaries, and administrative duties.

2. Assure that faculty have adequate time for preparation and enrichment to avoid burnout and fatigue.

Goal **36**

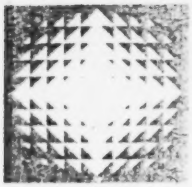
Plan classes of comfortable, safe, and reasonable size to fit the room assigned.

Strategies

1. Consider each class and its particular space requirements.

2. Conduct strategy meetings for instructors, department chair/program directors, and deans to set class sizes and minimum room requirements. Restrict enrollment to the determined number.

3. Review classroom/laboratory sizes to determine the maximum number of desks, chairs, and tables which can be placed safely and comfortably in each room; provide a room chart designating that number and, where feasible, the planned arrangement of furniture.



Faculty Loads (continued)

Goal 37

Provide adequate support and incentive for an instructor assigned a class beyond the normal enrollment size.

Strategies

1. Provide teaching assistance such as grading, roll taking, and secretarial support for instructors teaching large classes.

2. Consider incentives such as extra pay, released time, or reduction of other responsibilities for instructors teaching large classes.

Goal 38

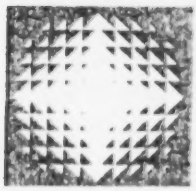
Allow full-time faculty within the department to volunteer to teach extra class sections (overloads).

Strategies

1. Evaluate full-time and part-time instructors equally before an extra section assignment is made.

2. Consider all responsibilities, such as a full-time instructor's total assignment and a part-time instructor's outside workload, in assigning extra sections.

Faculty Salaries



Planning Context

Building Communities asserts that "to achieve excellence in the classroom, quality instruction must be consistently rewarded" (26). A Bush Foundation Faculty Development Project, reported by Eble and McKeachie, pinpoints salary as one of three causes of dissatisfaction which resulted in declining performance of college faculty members (165). McLennan Community College, which in its Mission Statement affirms its commitment to excellence, must acknowledge that the ability to recruit and to retain quality faculty results, in part, from an attractive salary plan. The level of excellence in instruction should be sustained throughout the summer sessions, when McLennan Community College's student population also includes many transient students, by offering more attractive summer school salaries. Although measuring a faculty member's quality is difficult, the extrinsic measures may include the level of educational preparation and the number of years of teaching experience. The Commission on the Future of Community Colleges also notes that "the average full-time community college faculty member is 50 years of age" (12). An equitable provision in the salary scale is necessary for those who benefit the College through their many years of experience.

Goal 39

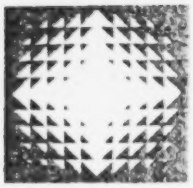
Implement a salary increment plan that encourages retention of excellent faculty as reflected in level of educational preparation, professional renewal, and number of years of teaching experience.

Strategies

1. Investigate and consider a plan for a revised faculty salary schedule.

2. Encourage professional development for M + 60 and doctoral level professional staff by delineating step credit that equitably acknowledges the hours spent and the value added to the individual's contribution to the College.

3. Assess the benefits to the College and to the community of attractive summer school salaries, which would reflect a consistently excellent quality of teaching.



Evaluations

Planning Context

The Commission on the Future of Community Colleges states that many faculties currently evince "a feeling of burnout and fatigue" and "a loss of vitality that weakens the quality of teaching" (11). While affirming the need for an evaluation procedure, the faculty at McLennan Community College express their concern that the process not contribute to "burnout and fatigue." A survey indicates that 94% of responding current students believe that McLennan Community College instructors are well-prepared; 52% believe their participation in the evaluation process results in change in the classroom. Faculty perceive that student insensitivity to the evaluation process has resulted from the frequency with which students are asked to participate. Addressing this issue, a report from The National Institute for Staff and Organizational Development warns against an "overemphasis on data collection at the expense of data analysis." A simplification of the evaluation process would allow faculty adequate time to assimilate evaluation results and to incorporate changes in their syllabi and classroom presentations. Faculty and administrators agree that the process is cumbersome and, as reported by the 1987-88 Faculty Council, "counterproductive."

Goal 40

Implement a revised faculty evaluation procedure.

Strategies

1. Review and simplify the evaluation process.

2. Administer the student component of the evaluation process less frequently for tenured faculty.

3. Decrease the length of time between the administration of evaluations and the returning of results to faculty.

Goal 41

Provide for regular evaluation of all divisions and all personnel within the organizational structure.

Strategies

1. Implement a regularly scheduled, updated evaluation system for administrators and staff which allows both supervisors and their subordinates to evaluate each other.

2. Provide a regular opportunity for the evaluation of all divisions of the College by those who come into contact with or use the services of those divisions (e.g., bookstore, library, business office).

3. Provide a regular opportunity for the evaluation of all services and programs of the College.

Academic Freedom and Tenure

Planning Context

Criteria for Accreditation states that an institution "must adopt and distribute to all members of the faculty a statement of the principles of academic freedom as established by the governing board, assuring freedom in teaching, research and publication" (27). Although a tenure policy is not mandated by the *Criteria*, each institution must provide clear definition of an employee's terms of employment. McLennan Community College has, on other occasions, affirmed the concepts of academic freedom and tenure, and a survey of professional staff indicates that McLennan Community College faculty support current policies of academic freedom and tenure outlined in the *Personnel Handbook*. Providing security for faculty positions facilitates the hiring and retention of highly qualified instructors and, therefore, contributes to McLennan Community College's commitment to excellence.

Goal 42

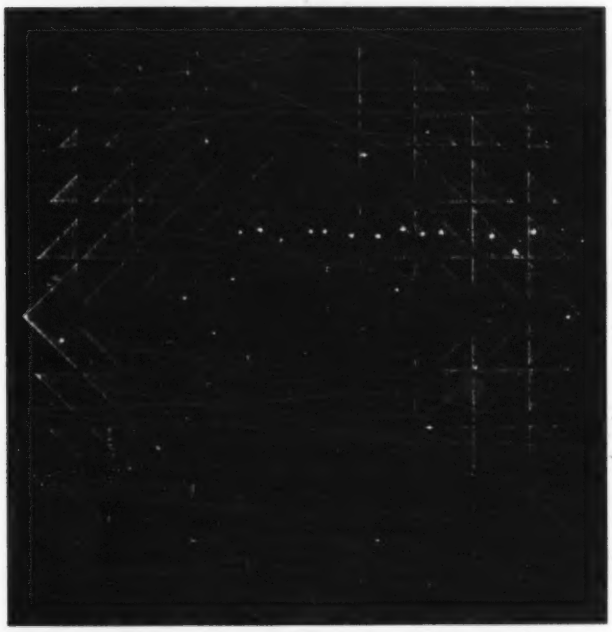
Solidify the security of faculty positions for experienced, well qualified faculty and promote the hiring of highly competent instructors by providing more attractive policies on academic freedom and tenure.

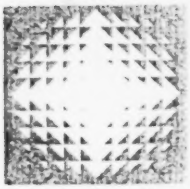
Strategies

1. Study academic freedom and tenure policies of selected colleges comparable to McLennan Community College in size and characteristics.

2. Clarify any ambiguous statements in current tenure policy, and articulate to teaching faculty current legal guidelines for tenure.

Financial and Physical Resources





Financial Resources

Planning Context

Building Communities reports that "although community colleges have demonstrated themselves to be good stewards of the public dollar," in many states community colleges "receive the state's budget leftovers, and leftovers do little to help a long undernourished system" (45). The State of Texas currently provides the major portion of necessary operating funds, and the remainder is produced through local taxes, student tuition and fees, auxiliary enterprises, and federal sources. The Texas Junior College Teachers Association observes that "*per capita* state spending for community college students is less than half the amount spent for senior college students" (1) and that "state funding for two-year colleges represents less than one-fifth of all the monies appropriated for higher education" (Shirts 2). Surveys reveal that the community recognizes the affordability of McLennan Community College and considers its economy an attractive feature. Although the College should seek to maintain its affordability, it cannot compromise the dedication to excellence mandated by the Mission Statement. The future will demand careful budgeting, especially if state funds allocated to the College decrease. District tax rates and tuition and fees have increased to help fund the increase in operating costs not covered by state appropriations. Current economic conditions dictate that McLennan Community College strive to change the trend in state funding, to find alternate sources of financial assistance, to seek additional financial assistance for students, and to ensure efficient utilization of resources.

Goal 43

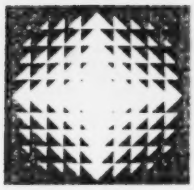
Pursue grants and other external funds to meet community educational goals.

Strategies

1. Develop grant proposals for instructional programs, student services, and community services.

2. Seek additional external funds and material donations.

Financial Resources (continued)



Goal 44

Build the McLennan Community College Foundation and strengthen its contribution to the College's mission.

Strategies

1. Expand the McLennan Community College Foundation Board of Directors.

2. Develop policies and operating procedures.

3. Plan fund-raising activities.

4. Establish an organization of former students and alumni for financial support.

Goal 45

Emphasize the effort to expand state support of community colleges.

Strategies

1. Intensify efforts to influence state legislation through cooperation with the Texas Public Community/Junior College Association and the Texas Junior College Teachers Association.

2. Cultivate working relationships with elected officials for the exchange of information and ideas.

3. Heighten community awareness of both the contributions and the needs of McLennan Community College and encourage the community to fulfill those needs.

4. Encourage faculty and staff involvement through organizations that support community colleges, such as the Texas Junior College Teachers Association, and through personal contacts with legislators.

Goal 46

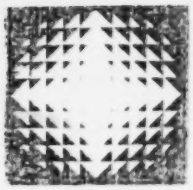
Pursue additional sources of funding to provide financial assistance to students, and expand current work-study programs.

Strategies

1. Submit documented statement of need to appropriate federal agencies to obtain additional college work-study program funds.

2. Investigate a job location and development program.

3. Solicit and expand private donor scholarships.



Financial Resources (continued)

Goal 47

Develop partnerships with area businesses to promote cost sharing, resource sharing, tuition incentives, and cooperative education arrangements.

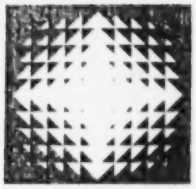
Strategies

1. Establish a committee of area chief executive officers to promote the sharing of human, physical, and financial resources with the College.

2. Demonstrate services to area businesses to gain interest and confidence.

3. Promote use of McLennan Community College facilities by area businesses.

Physical Resources



Planning Context

Phase I of the McLennan Community College plan included the construction of eleven new buildings in 1968 on the newly acquired permanent campus site. Now over twenty-one years old, the buildings and physical plant equipment require maintenance and, in some cases, remodeling or renovation to accommodate changing instructional needs. In a recent survey, 50% of the professional staff indicated that classroom, laboratory, and conference space is inadequate in their areas. The purchase of the Community Services Center, with approximately 112,600 square feet of floor space, demands careful and prudent planning for its efficient use. New and expanded instructional programs and extended community services by McLennan Community College should be the focus for the development of the Community Services Center. Because no immediate plans for new construction of buildings are anticipated, the College's focus will be renovation, remodeling, and maintenance of existing facilities.

Goal 48

Create a process to evaluate and to plan the use of all buildings and grounds.

Strategies

1. Conduct a comprehensive, long-range needs assessment of classroom and office space, a quantitative assessment based on current and projected classroom and office use including the Community Services Center and off-campus locations.

2. Computerize room assignments.

Goal 49

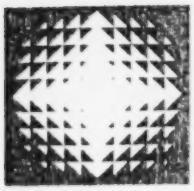
Assess remodeling needs of all campus buildings and college-owned housing, develop cost estimates and time tables, and identify sources of funding to accomplish this plan.

Strategies

1. Study current utilization and physical condition and appearance of buildings to determine remodeling needs, with special attention to the Student Center, Health and Physical Education, Applied Science, and Fine Arts buildings.

2. Make safe and efficient use of the Health and Physical Education Building by removing asbestos and remodeling to create appropriate classroom space and HPE facilities.

3. Review the amount of space allocated to offices to determine if space is adequate and properly assigned.



Physical Resources (continued)

Goal 50

Determine effective uses for the Community Services Center and remodel for appropriate programs.

Strategies

1. Finalize the transfer of the Emergency Medical Services program to the Community Services Center.

2. Study the following programs to determine the desirability of moving them to the Community Services Center, and develop a plan of action:

- Child Development Program and Center
- Mental Health Program
- Interpreter Training Program
- Nursing Home Administration
- Police Academy
- Consumer Education/ Homemaking (new program)
- Fashion Merchandising
- Crafts Compound (new program)
- Courses from other areas that support these programs

Goal 51

Develop a plan for the management of a preventive maintenance program for all buildings, equipment, and grounds.

Strategies

1. Prepare a preventive maintenance policy and procedure manual.

2. Determine staffing requirements and funds needed to implement this policy.

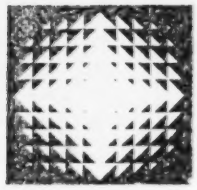
Goal 52

Apply a campus-wide energy management program.

Strategies

1. Consider a computer-controlled energy management system for utilities.

2. Investigate the installation of additional light sensors and an automatic water sprinkler system as a means of controlling utility and water costs.



Goal 53

Address the safety and security issues created by current and planned facilities.

Strategies

1. Evaluate the adequacy of campus lighting for night activities.

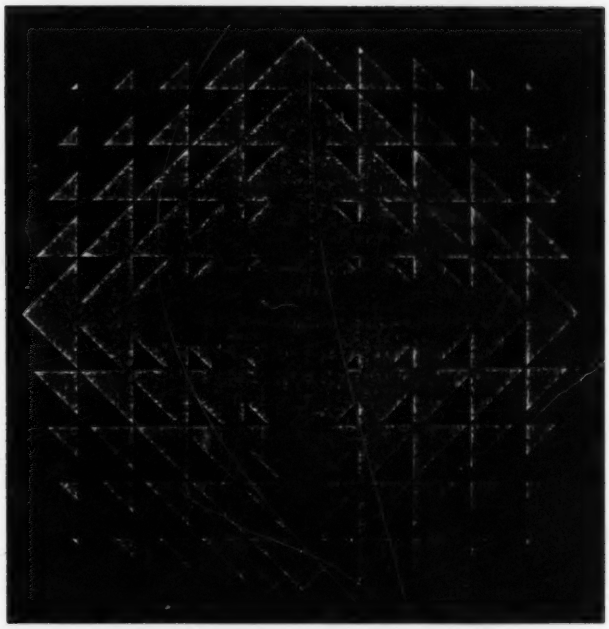
2. Evaluate the need for additional campus security staff as well as the upgrading of security staff (e.g., employing Certified Texas Peace Officers).

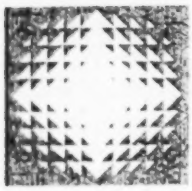
3. Assess the type of transportation and the number of vehicles needed for campus security.

4. Develop campus-wide emergency procedures.

5. Ensure access to all facilities for handicapped students, staff, and visitors.

Student Services





Admissions and Registration

Planning Context

When students begin their college careers, their introduction to faculty, staff, and college procedures often occurs during admission procedures and registration. A survey of current McLennan Community College students reveals an interest in alternate forms of registration such as registration by mail, telephone, or computer. The facilitation of student enrollment, whether into transfer or vocational/technical classes, requires a sophisticated, complex computer system. Further, with the advent of state-mandated testing of basic skills, McLennan Community College must have the capabilities of placing students in appropriate remedial courses and monitoring their progress.

Goal 54

Improve admissions/registration procedures.

Strategies

1. Distinguish between admissions operations and registrar operations.

2. Study the need for a center exclusively for admissions.

3. Study the feasibility of conducting admissions/registration by telephone and at satellite centers.

4. Develop a procedure to expedite student notification of acceptance or conditional acceptance.

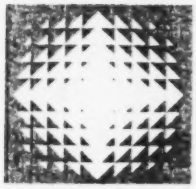
5. Devise a centralized admissions information system.

6. Invest in a completely computerized registration process.

7. Provide additional advising staff and reorganize current advising staff for optimal effectiveness.

8. Identify honors students and developmental students at the admissions level.

9. Provide a computerized tracking system.



Student Recruitment and Retention

Planning Context

The Commission on the Future of Community Colleges reports that community colleges have "pursued" the open-door policy with "intensity and dedication" (5), suggesting an active engagement in extending educational opportunities to all members of a community. As noted in McLennan Community College's *Student Services Annual Report, 1987-88*, the Office of Admissions/Registrar "operates on the premise that it is important to assure that every prospective student who contacts or who makes application for admission to the College is given every opportunity to be admitted and enrolled in the College." Through its recruitment and retention activities, McLennan Community College strives to increase its accessibility to all potential students and to assist them in achieving their educational objectives.

Goal 55

Enhance the College's recruitment program.

Strategies

1. Plan recruitment activities which include families as well as prospective students.

2. Increase the use of the College's student leaders as role models to aid recruitment.

3. Develop a system to coordinate and to keep track of information gathered in outreach visits.

4. Identify prospective students by major and forward their names to the appropriate department chair.

Goal 56

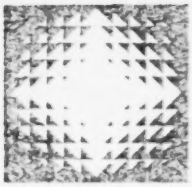
Utilize computers to enhance contact with students, potential students, and former students.

Strategies

1. Use computer capabilities to track students from the time they apply for admission through the time they graduate or otherwise complete their educational objectives.

2. Obtain a system capable of generating correspondence with students at various points in their academic careers.

3. Employ computer capabilities to identify and correspond with students who were accepted but did not enroll.



Student Recruitment and Retention (continued)

Goal 57

Develop and implement a Comprehensive Academic Skills Support Services Program to increase the retention rate of at-risk, underprepared students.

Strategies

1. Review assessment, advisement, and placement procedures used in identifying and assisting students.

2. Expand the remediation program to include methods other than classroom instruction.

3. Develop and implement a student tracking system to monitor the progress of identified at-risk students.

4. Use all available data to develop, monitor, and modify remediation plans.

5. Develop a follow-up system to track students from completion of their remediation plans through achievement of their educational objectives.

Goal 58

Develop linkages between programs/departments and related programs in area high schools.

Strategies

1. Expand McLennan Community College's level of participation in the Adopt-A-School Program.

2. Investigate a teacher exchange program.

3. Coordinate parallel extracurricular activities in the College and area high schools.

Goal 59

Enhance the College's Support Services Program.

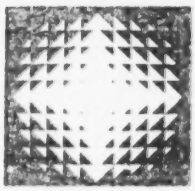
Strategies

1. House all components of the program in the same general location.

2. Identify and use an assessment instrument that will more systematically identify a student's academic weaknesses.

3. Work more closely with instructors to identify a student's academic strengths and weaknesses.

Minority Recruitment and Retention



Planning Context

The Commission on the Future of Community Colleges states what it considers the "central mandate" for community colleges: "The community college must continue to offer all students an open door, and reaffirm to minority students the promise of empowerment through education" (10). With its growing minority population, Texas especially faces the challenge of assuring that all segments of the population have an equal opportunity to contribute to the economic and social growth and well being of the state. McLennan Community College can contribute to this effort by actively supporting the recruitment and retention of minority students.

Goal 60

Encourage the recruitment and retention of minority students.

Strategies

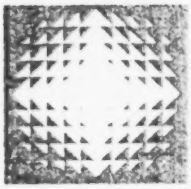
1. Enhance the recruitment plan for attracting minority students.

2. Expand the scholarship program for minority students who show academic potential.

3. Establish scholarships for students who complete an external improvement program such as Upward Bound and who plan to enroll at McLennan Community College after high school graduation.

4. Provide workshops geared to the particular needs of minority students.

5. Coordinate cultural awareness activities.



Career Counseling

Planning Context

At least 25% of the students enrolling in McLennan Community College enter without an educational and/or occupational goal; many are underprepared for college work and are, therefore, at high risk for failure or dropping out. Research indicates that students are more likely to remain in school when they have specific educational or occupational goals. Linkages with the community which reveal available employment opportunities enable McLennan Community College to guide students into viable, productive career choices while meeting community employment needs. Although only 18% of business leaders who were surveyed indicated that they were aware of McLennan Community College's placement services, 93% of those who had used the service reported that they were pleased with the quality of applicants referred to them. Strengthening placement services for students who finish McLennan Community College programs completes the task of preparing students to function in the marketplace. Equally important will be McLennan Community College's effort to increase the business community's awareness of placement services.

Goal 61

Improve career counseling and placement services.

Strategies

1. Coordinate career counseling activities to assist students with educational and occupational planning.

2. Form an advisory committee to plan services for career counseling.

3. Increase services provided by the Office of Placement.

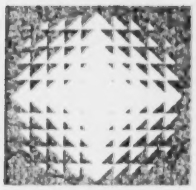
4. Evaluate participation in outside agency-funded programs which enhance job placement for students and graduates.

5. Work with local employers and employment agencies to increase employment opportunities for McLennan Community College students.

6. Identify students to participate in a temporary-job pool.

7. Establish a graduate placement file service.

Non-Academic Services



Planning Context

The Commission on the Future of Community Colleges expresses a particular concern "about the number of students who leave college before their program has been satisfactorily completed" (9). Recognizing that many students have non-academic reasons for dropping out, McLennan Community College attempts to respond to these needs in order to encourage those who may otherwise leave school before accomplishing their educational objectives. More than 50% of students surveyed indicated an interest in and a need for student support services. The 15% of independent school district professional employees who answered that their students are not fully aware of support services at McLennan Community College indicates a need to pubiicize student services more widely. In addition to specific services, the personal contact with the College's representatives may encourage students in their educational pursuits. The *College and University Personnel Association Journal* states that training for "frontline service providers" can "reinforce behaviors that increase customer satisfaction" (32).

Goal 62

Improve student retention by meeting non-academic needs that interrupt the educational process.

Strategies

1. Develop a comprehensive support package to meet student needs through existing entities such as the developmental studies program, financial aids, Services for Displaced Homemakers and the Handicapped, Career Testing and Information Services, and Counseling Services.

2. Increase student awareness of available personal counseling.

3. Investigate the feasibility of furnishing additional, low-cost child care for students, including drop-in care, on or near the campus.

4. Make available for purchase low-cost student health insurance.

5. Meet the needs of handicapped students to enable them to accomplish their educational objectives.

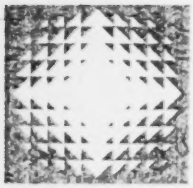
6. Identify, assess, and assist students who are at risk for non-academic reasons.

7. Train faculty and staff to improve student retention through customer relations techniques.

8. Establish or expand support groups to assist students in dealing with personal problems, such as alcoholism and abuse, which adversely affect completion of educational objectives.

9. Establish a support group for international students.

10. Expand offerings of personal enrichment classes.



Non-Academic Services (continued)

Goal 63

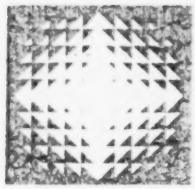
Pursue additional sources of funding to provide financial assistance to students.

Strategies

1. Solicit funds to increase private donor scholarships by working through the McLennan Community College Foundation.

2. Implement a scholarship program for the benefit of deserving students who receive the GED and high school diplomas through the adult education program.

3. Obtain additional college work-study funds.



The Extended Community

Planning Context

Building Communities notes that while traditional institutions frequently become "isolated islands" within a community, "community colleges have built connections beyond the campus" (5). Community colleges seek to provide "excellence in service to the many" (5). A responsive sensitivity to the community is the province of the community college. In its Mission Statement, McLennan Community College recognizes its "dynamic, multi-cultural" environment and affirms its commitment to perceive and to meet community needs. The College reflects the larger environment within its campus community but also serves as a source of enrichment for the community at large.

Goal 64

Acknowledge that the College community, both students and staff, serves the McLennan Community College service area in a reciprocal process of education and renewal.

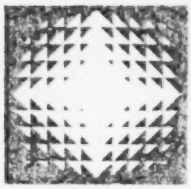
Strategies

1. Continue present teleconferences on timely issues. Further publicize the events and initiate follow-up communication with participants.

2. Recognize new communication technology appropriate for community education.

3. Involve the community in cultural arts and recreational activities on campus.

4. Emphasize the ways in which students serve the community; such services may be inherent in a career preparation, a club project, or an individual contribution. Encourage students to write about their service experiences, and reward outstanding accomplishments. Regularly and systematically publicize efforts for renewal of community by service-oriented students.



The Extended Community (continued)

Goal 65

Create a social and intellectual community beyond the classroom through the multi-cultural student body.

Strategies

1. Seek additional, meaningful ways to orient students to traditions of the College.

2. Nurture traditions in the College environment.

3. Augment the multi-cultural emphasis with programs and displays in various campus locales such as the library, the student center, and the Wilbur A. Ball Performing Arts Center.

4. Augment the creative presentation of music, visual arts, and dramatic arts in a variety of campus settings.

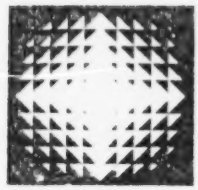
5. Initiate, with the support of the McLennan Community College Student Government, community sponsors, and McLennan Community College alumni, events to attract and recruit new students. Coordinate the events with early registration.

6. Assess and utilize the broad spectrum of clubs to provide experiences in service, leadership, and competition.

7. Celebrate fall homecoming and spring Highland Games to emphasize that the College is a unique and unified community.

8. Reaffirm the value of participation in student government and other student organizations.

Public Relations



Planning Context

Comments recorded in a community survey indicate that many in the community are not fully aware of McLennan Community College's function. Frequently described as Waco's best-kept secret, McLennan Community College could improve its public stature and improve enrollment by more extensively disseminating accurate information about the variety and excellent quality of its educational programs and services.

Goal 66

Enhance community awareness of McLennan Community College's programs, faculty, and facilities.

Strategies

1. Study the accuracy and desirability of the current image projected by McLennan Community College.

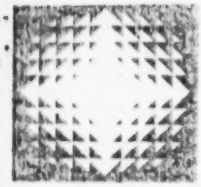
2. Provide attractive, engaging college publications.

3. Promote the McLennan Community College Speaker's Bureau.

4. Increase McLennan Community College's visibility in the community through its support of civic and cultural organizations.

5. Plan a regular review of the College's public image and initiate improvements as needed.

6. Establish an organization of former students and alumni for public relations and College support purposes.



Low-Cost Advanced Courses

Planning Context

In a community survey, many responded to an open-ended question about McLennan Community College's needs for improvement by expressing their desire that McLennan Community College become a four-year institution. No public institution provides low-cost junior, senior, and graduate level courses in the McLennan Community College service area.

Goal 67

Evaluate the need for low-cost junior, senior, and graduate level courses in the McLennan Community College service area.

Strategies

1. Appoint a task force to determine if low-cost junior, senior, and graduate level courses are needed in the McLennan Community College area.

2. Investigate options for encouraging state-supported four-year institutions to provide low-cost junior, senior, and graduate level courses, if needed, on this campus.

3. Study the impact of such options on the McLennan Community College service area.

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This report is documented according to the 1988 MLA style sheet.

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Afterword

This document is the culmination of a planning process which benefitted from the participation of diverse members of the College community and the community at large. The ideas embodied here offer only a glimpse of what we have learned as visions and goals were shared in assessing our future direction as an institution dedicated to serving the educational needs of its constituency.

The central goal of the McLennan Community College master plan is to provide focus for this shared sense of purpose. Strategic planning, however, must necessarily be an ongoing process. During the next few years, we expect to implement many of the goals and strategies presented while others may prove less workable as circumstances and priorities change. Much will also depend upon our state's economic commitment to higher education.

McLennan Community College extends its appreciation to those members of the community who responded to surveys and offered advice during the planning process. We gratefully acknowledge the invaluable contributions of the Steering Committee, which devoted long hours and prodigious effort to the Master Plan project during the spring of 1989. Finally, we thank Paul Marable, Wilbur Luce, and Board of Trustees member Ernest F. Uptmore who, as community representatives on the Master Plan Steering Committee, gave generously of their time and expertise.

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ERIC Clearinghouse for
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